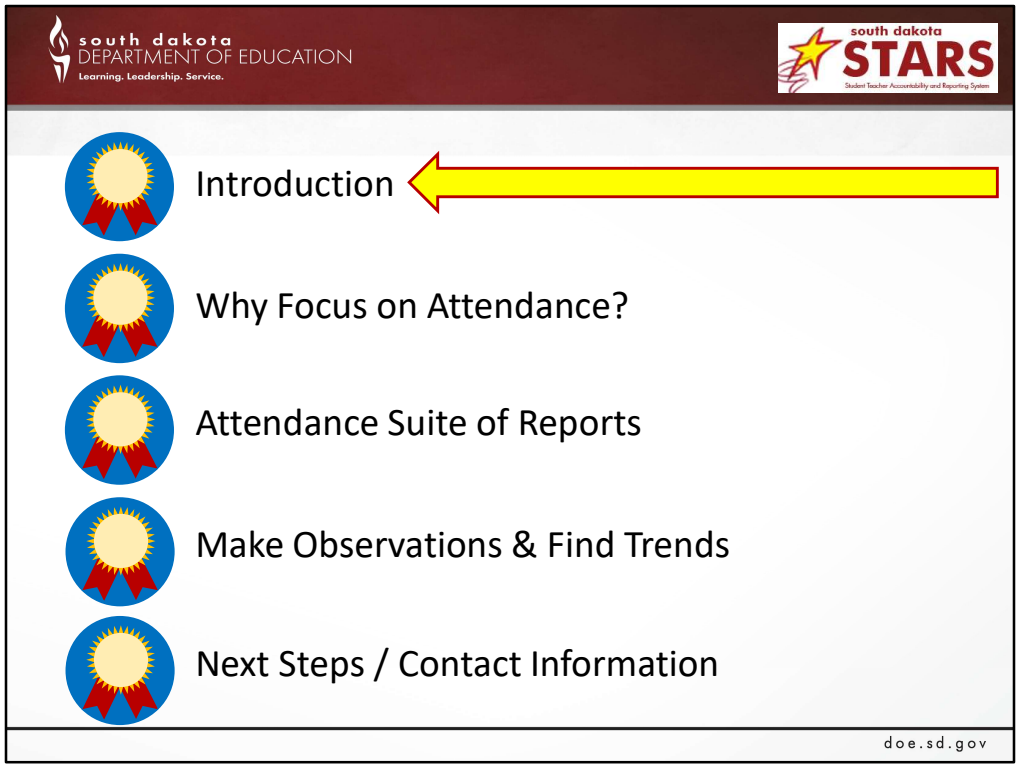
south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

south dakota STARS
Student Teacher Accountability and Reporting System

SD-STARS for District Users

Session #1: Attendance Report Exploration
October 27, 2020, 1:30 p.m., CT

Brad Steckelberg, SD-STARS Support Lead



Objectives for today's webinar:

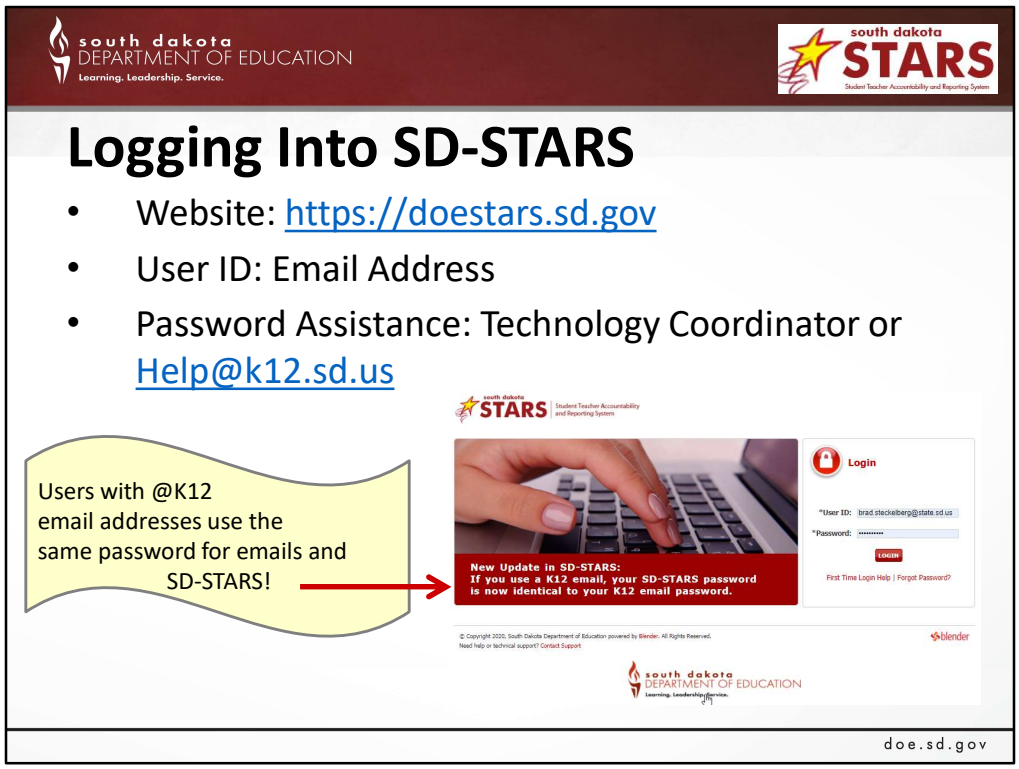
- Introduction
- Why focus on attendance?
- Attendance suite of reports
- Make observations & find trends
- Next steps / contact information

Brad Steckelberg

SD-STARS Support Lead

(2016 – current)

STARSHelp@state.sd.us



For users with an @k12.sd.us email address, SD-STARS passwords are the same password used to log in to email and other K12 Data Center resources.

If users forget passwords, they will need to contact their district's technology coordinator or the K12 Data Center (Help@k12.sd.us). The SD-STARS team and their district's STARS Account Managers may not be able to assist with forgotten passwords.

For those users without an @ k12.sd.us email address, the user ID is the user's email address, and the password was given to the user by the district's STARS Account Manager.

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Browser Compatibility

Important Note for Internet Explorer users

Internet Explorer users will not be able to log in to SD-STARS, beginning Dec. 2020

Microsoft no longer supports Internet Explorer (IE). Please use Chrome, Firefox, Microsoft Edge, or Safari when accessing SD-STARS.

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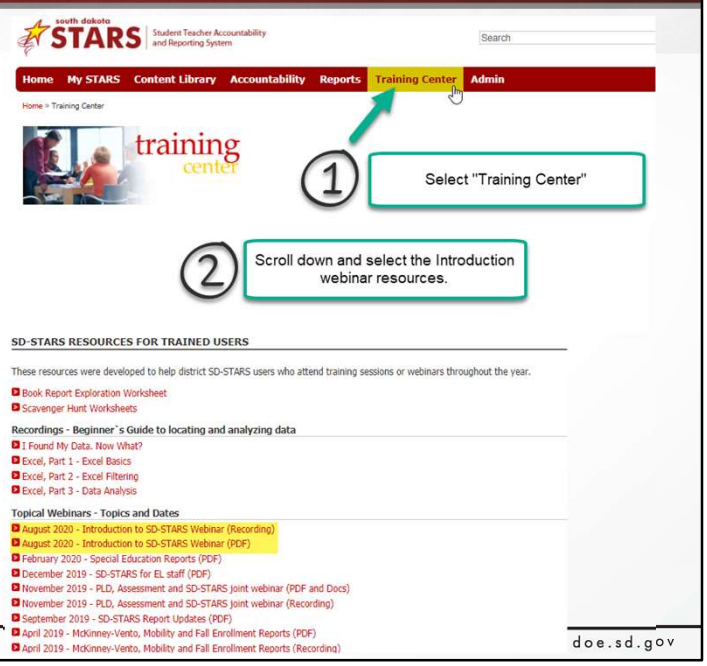
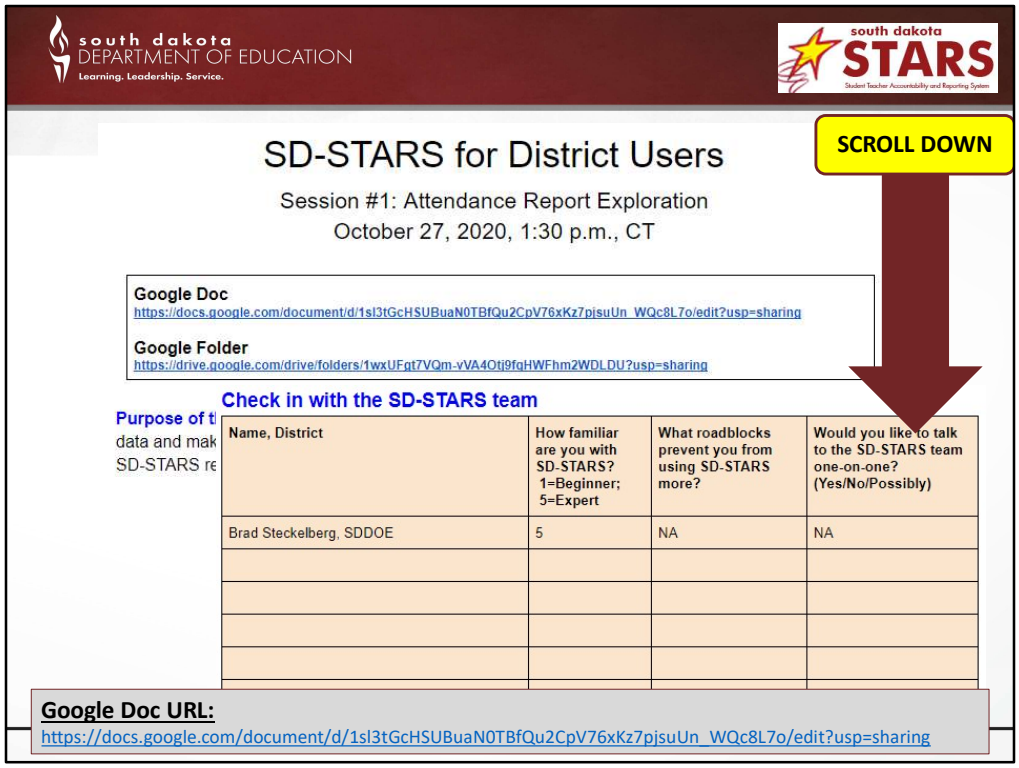
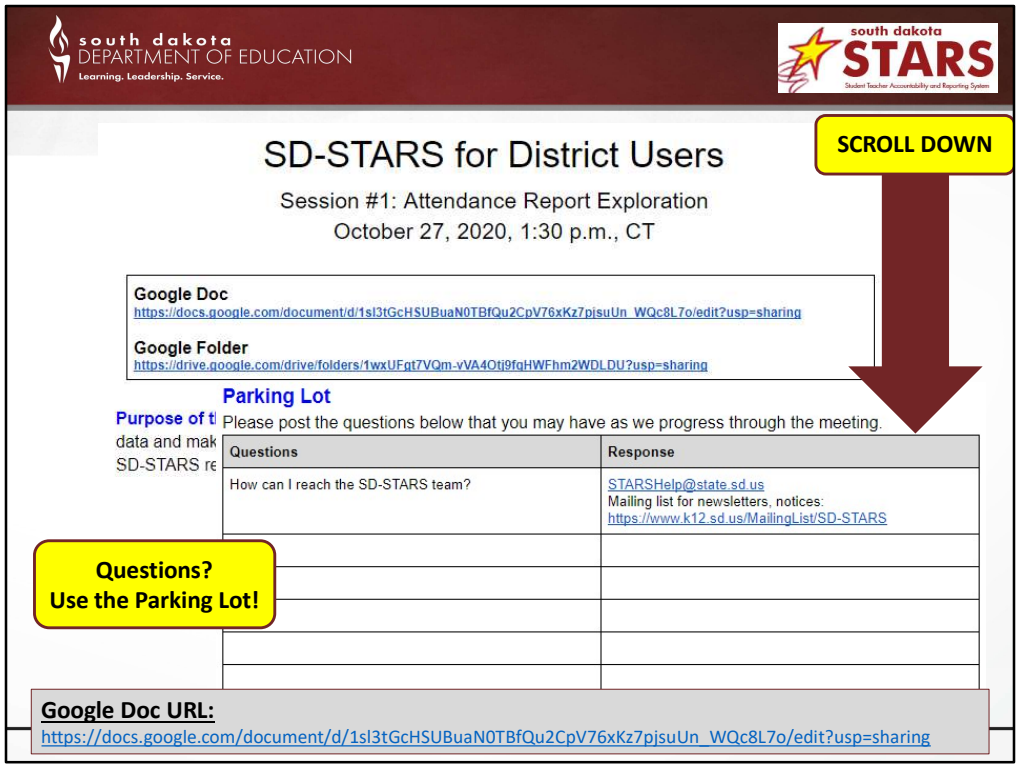
New to SD-STARS Webinar



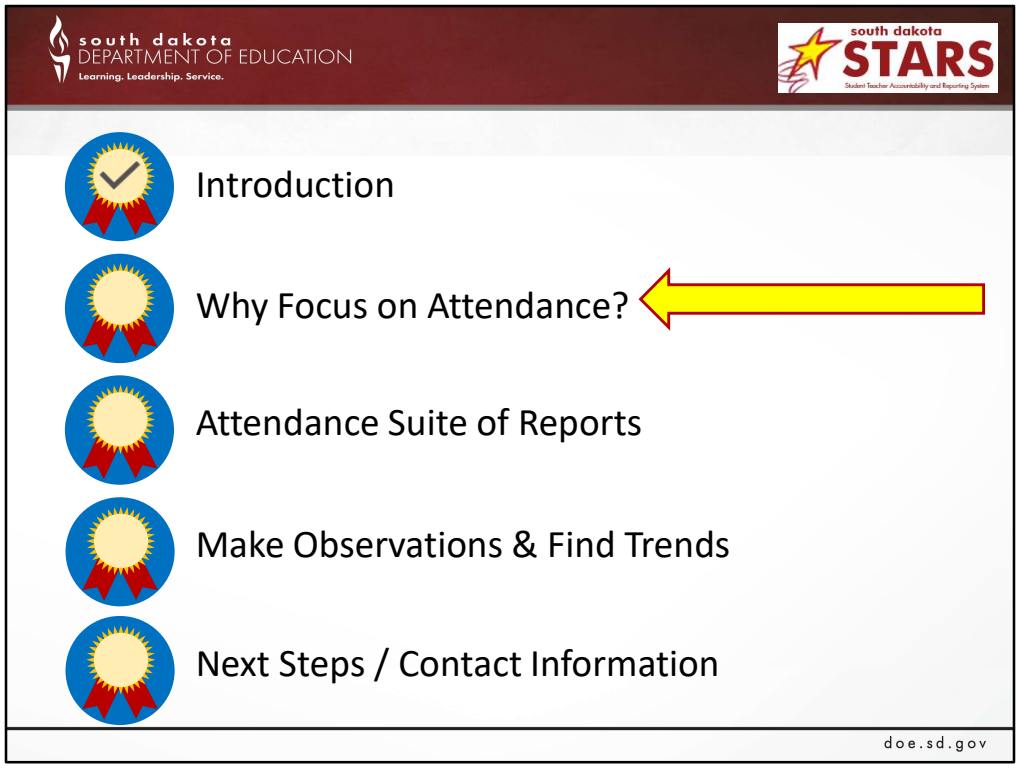
doe.sd.gov



Full link is here:
https://docs.google.com/document/d/1sl3tGcHSUBuaN0TBfQu2CpV76xKz7pjsuUn_WQc8L7o/edit?usp=sharing



If you have questions that you would like to bring to the attention of the SD-STARS team, please enter it in the Parking Lot! We will do our best to answer these questions today. You may also send any questions to the SD-STARS general mailbox at STARSHelp@state.sd.us.



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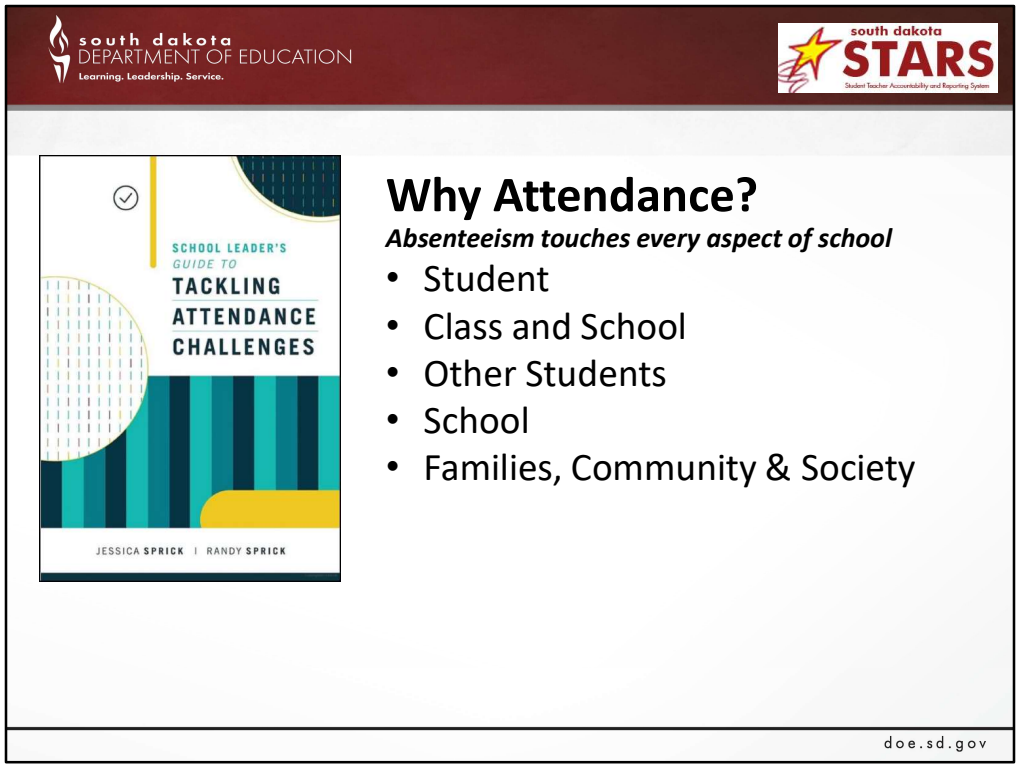
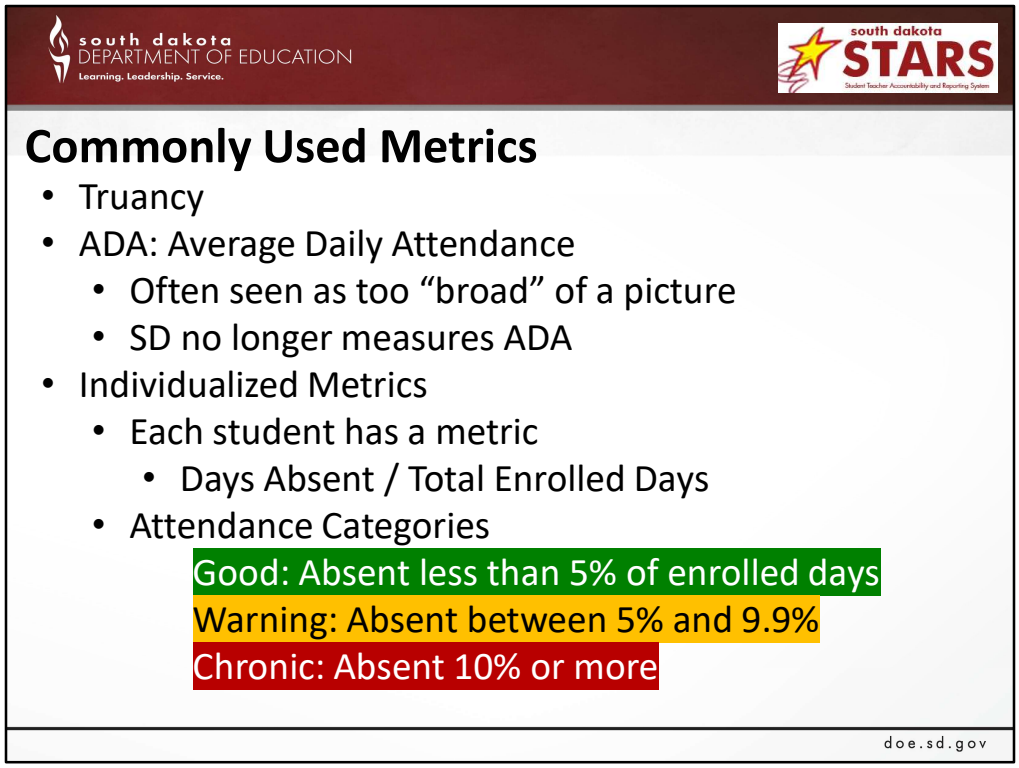


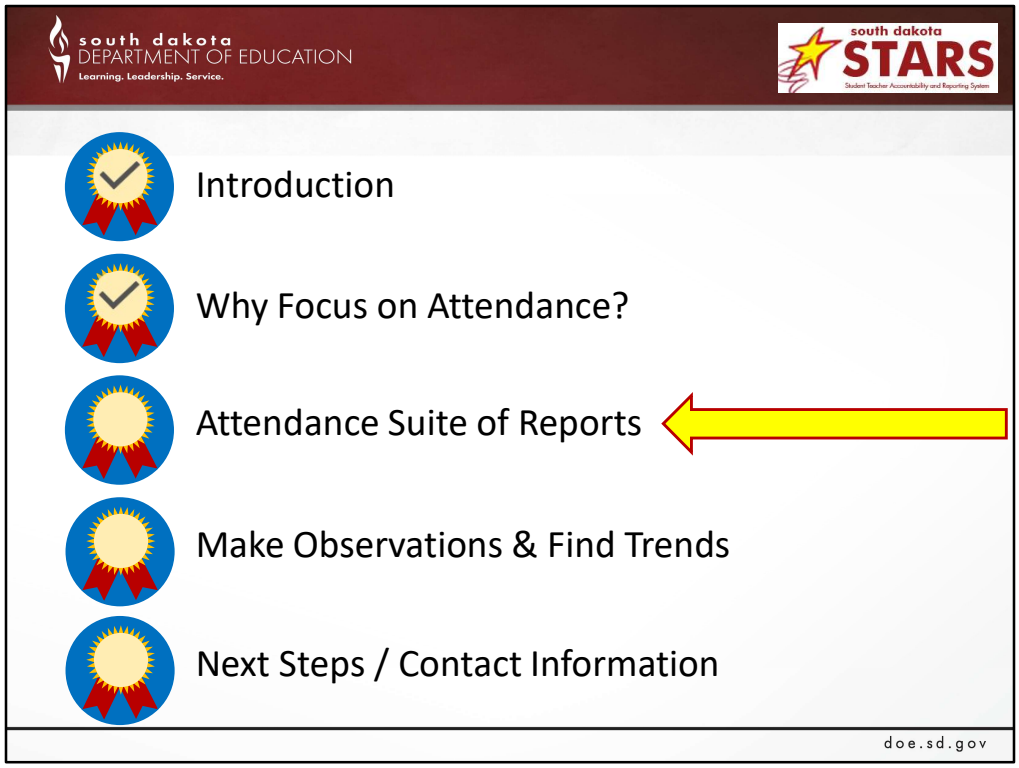
Jessica and Randy Sprick's *School Leader's Guide to Tackling Attendance Challenges* outlines some compelling reasons to study absenteeism in schools and districts.

- Absenteeism affects students
  - Poor student performance due to absenteeism begins early, creates cumulative effect
  - Absenteeism is early indicator of students who drop out
  - Chronically absent students have difficulty forming positive relationships with peers, adults
  - Chronically absent students are at increased risk of entering the criminal justice system
  - Chronically absent students develop mindsets that can negatively affect future job performance
- Class and School
  - Teachers lose time in preparation and instructional time due to dealing with absences
  - Classroom instructional activities are more difficult when students are frequently absent
  - Teachers can experience frustration and anxiety leading to a negative climate, related to problematic absenteeism
- Other students

    - Entire classrooms may experience reduced pace of learning when a teacher must re-teach lessons or work with individuals due to absenteeism
    - Students can experience frustration of filling in responsibilities on group projects and resentment towards the teacher who focuses extra time on chronically absent students
    - Students with good attendance may observe absenteeism and question why they need to attend
- School
    - Schools with attendance issues may be seen as less desirable schools (to parents, potential teacher applicants, funding sources, etc.) as other negative effects of poor attendance come to the surface.
- Families, Community & Society
    - Parents may struggle to find ways to care for and supervise students who are absent from school
    - Frequent suspensions may create adversarial relationships between parents and school staff
    - Younger siblings may follow the example of older chronically absent siblings
    - Siblings may become victims of negative biases through no fault of their own
    - Increased drop out rates have significant economic consequences
    - Communities pay the price for undesirable behaviors, criminal activity, and lack of job preparedness



- Truancy: Absences that occur without parent/guardian permission.
  - These absences are directly related to dropping out, delinquency, other at-risk factors
  - Unexcused absences are not the only problematic type of absence
- ADA: Average Daily Attendance
  - A measure of the average percentage of students in the student body who are present each day across the school year.
  - ADA provides no information about individual students whose attendance contributes positively or negatively to the whole-school percentage. For example, a school with 95% ADA may have a subgroup of students who are chronically absent, which is offset by other subgroups who attend every single day.
  - SD used to have a measure similar to ADA but has moved on to individualized metrics
- Individualized Metrics
  - Based on individual students: Days Absent / Total Enrolled Days = Absenteeism rate
  - Attendance Categories
    - Good: Absent less than 5% of enrolled days
    - Warning: Absent between 5% and 9.9%
    - Chronic: Absent 10% or more



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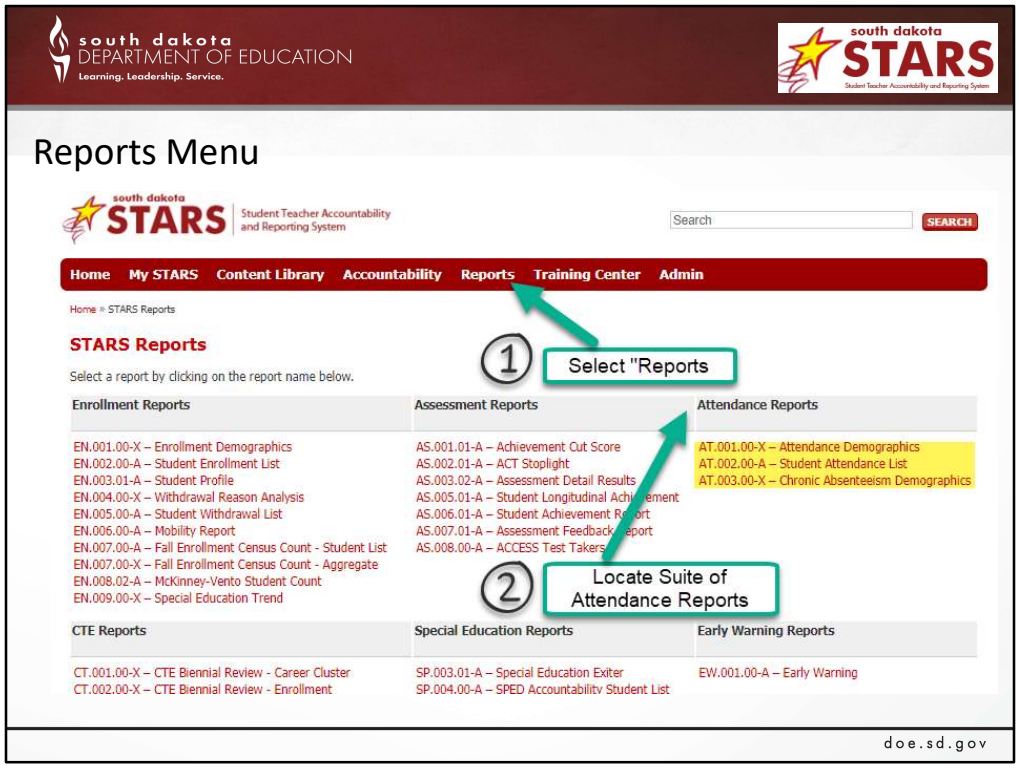
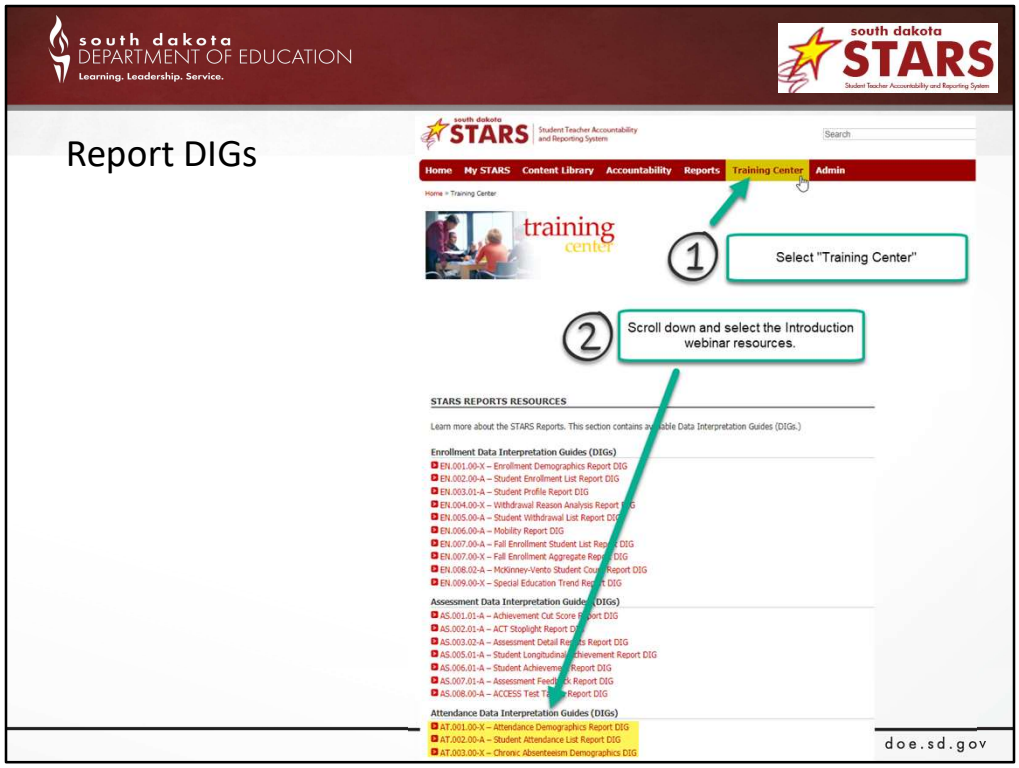
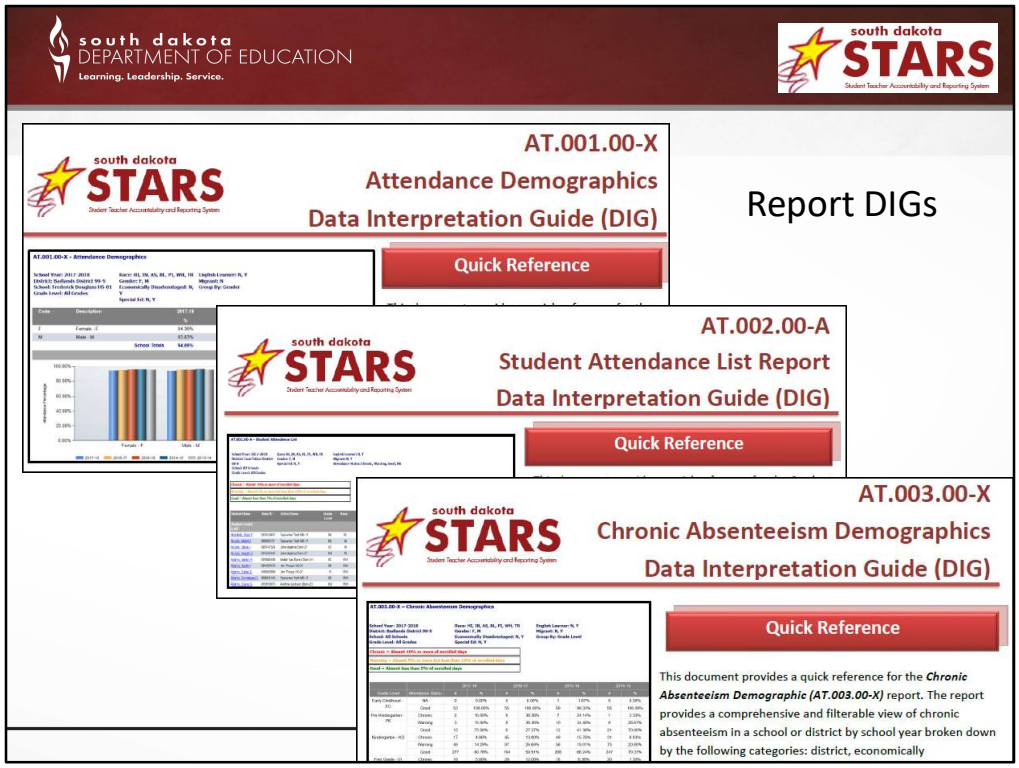


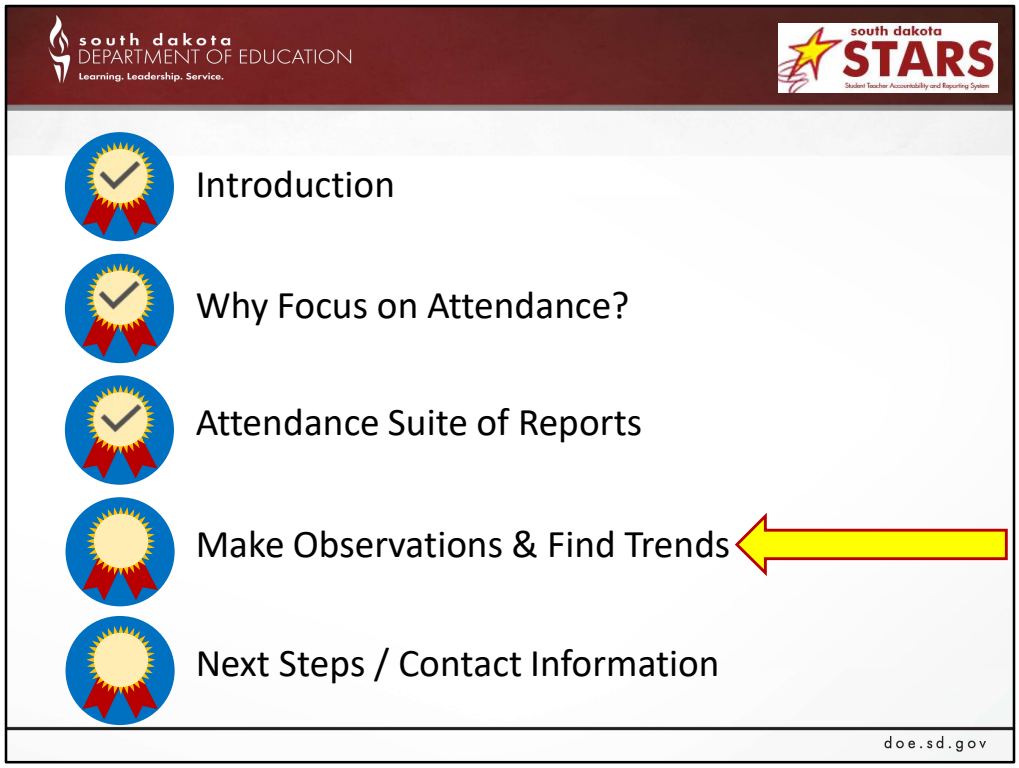
Locating reports in the Reports menu



Locating DIGs in the Training Center



Screenshots of DIGs. Brad will now give a brief overview of each report's DIG.



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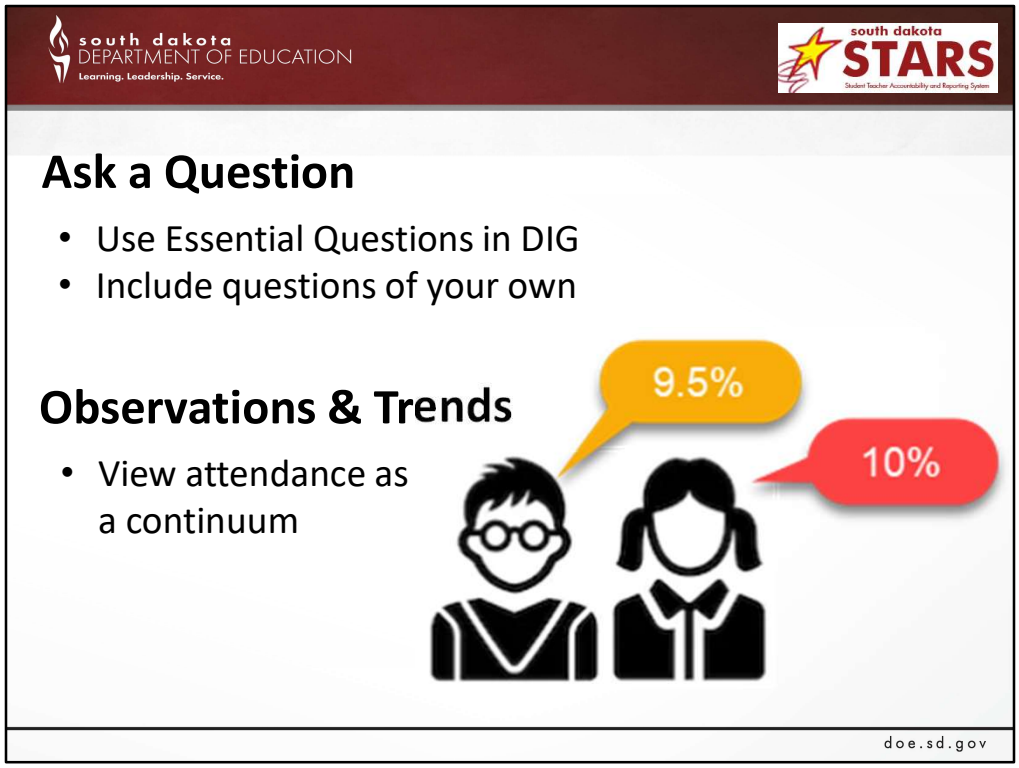
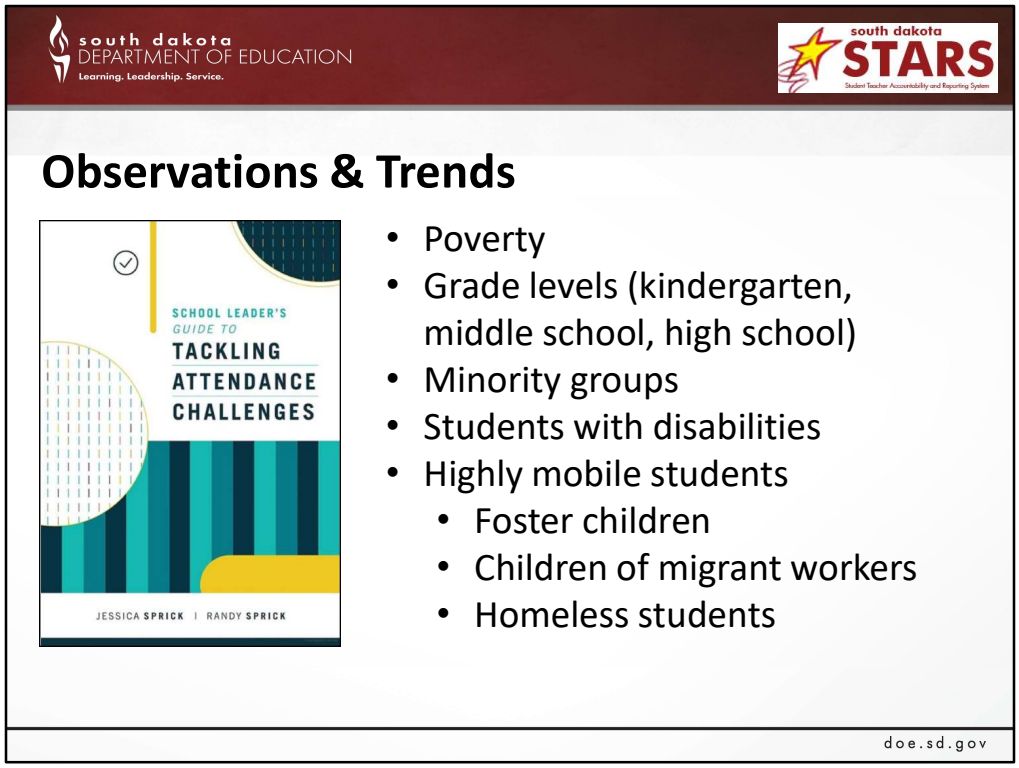


View attendance as a curriculum. There is little difference between a student with a 9.5% absenteeism rate and one with a 10% rate, even though they fit in two different categories. Similarly, it may be worth taking a longitudinal look at a student with a 5.0% absenteeism rate. Is this an improvement from previous behavior? Or is this student slipping into the warning category?

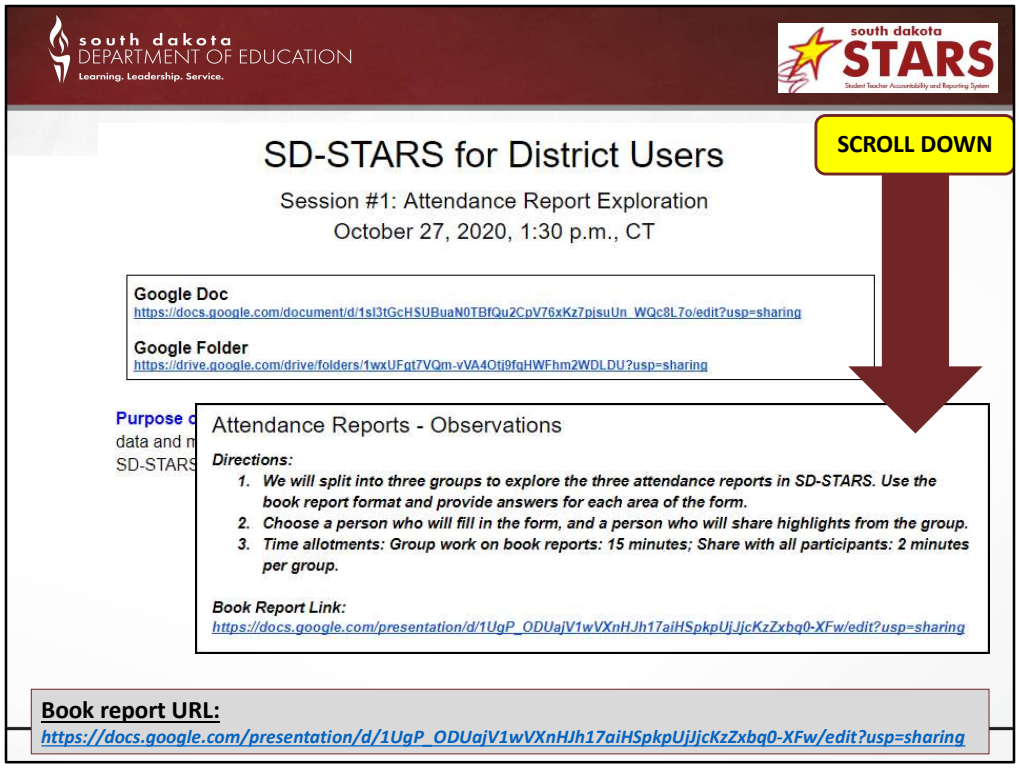


Jessica and Randy Sprick's *School Leader's Guide to Tackling Attendance Challenges* indicates the following correlations and trends that appear in national studies in recent years. Chronic absenteeism varies within each state, and sometimes within school districts, so it is important to see if certain subgroups are more at risk for chronic absenteeism.

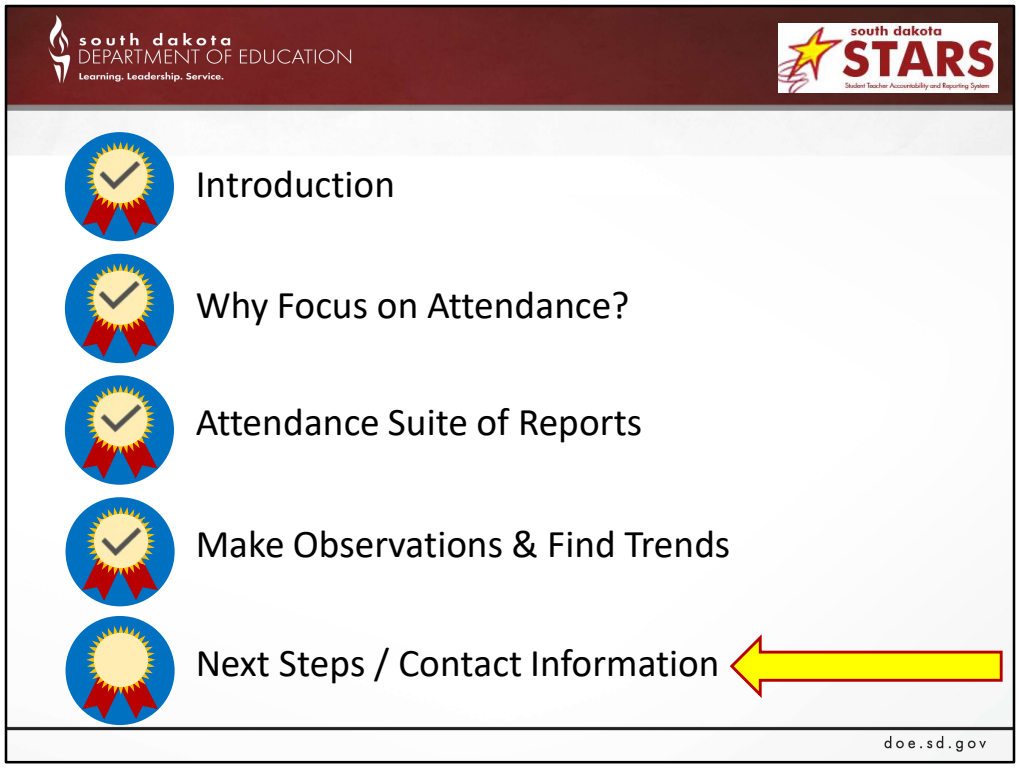
<u>Correlations & Trends to look for:</u>

- Poverty
- Grade levels (kindergarten, middle school, high school)
- Minority groups
- Students with disabilities
- Highly mobile students
    - Foster children
    - Children of migrant workers
    - Homeless students

Note: No significant differences were found between male and female students, with regards to absenteeism rates.



Book report:
https://docs.google.com/presentation/d/1UgP_ODUajV1wVXnHJh17aiHSpkpUjJjcKzZxbq0-XFw/edit?usp=sharing



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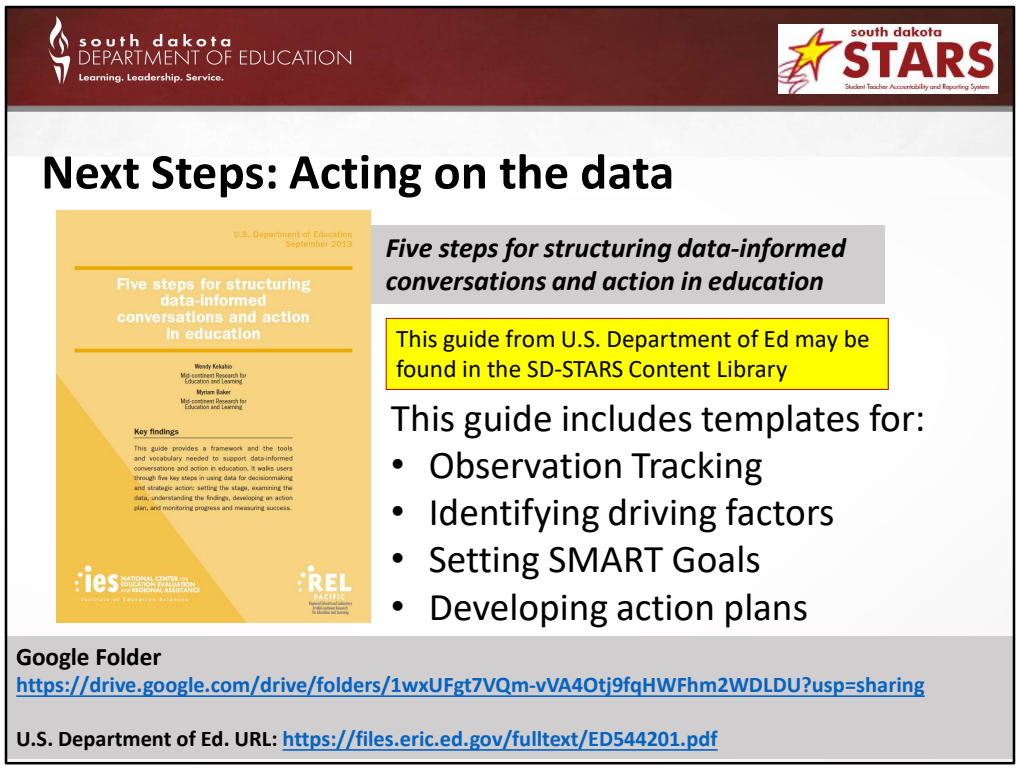


Five steps for structuring data-informed conversations and action in education

This guide includes templates for:

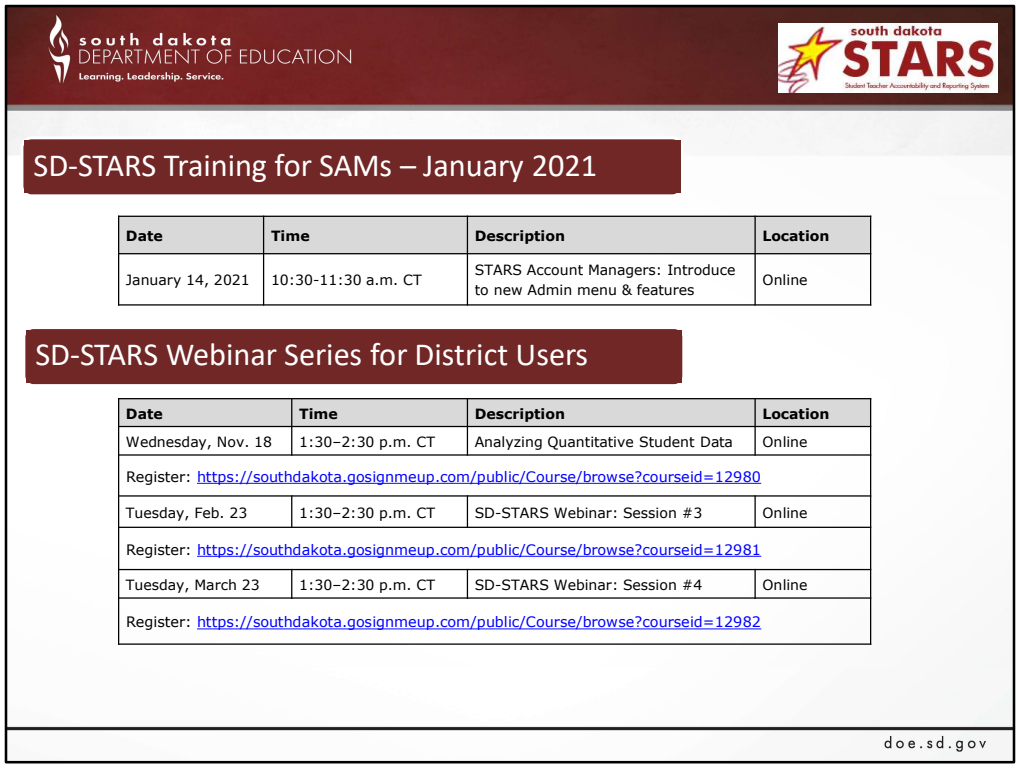
- Observation Tracking
- Identifying driving factors
- Setting SMART Goals
- Developing action plans

This guide from U.S. Department of Ed may be found in the SD-STARS Content Library

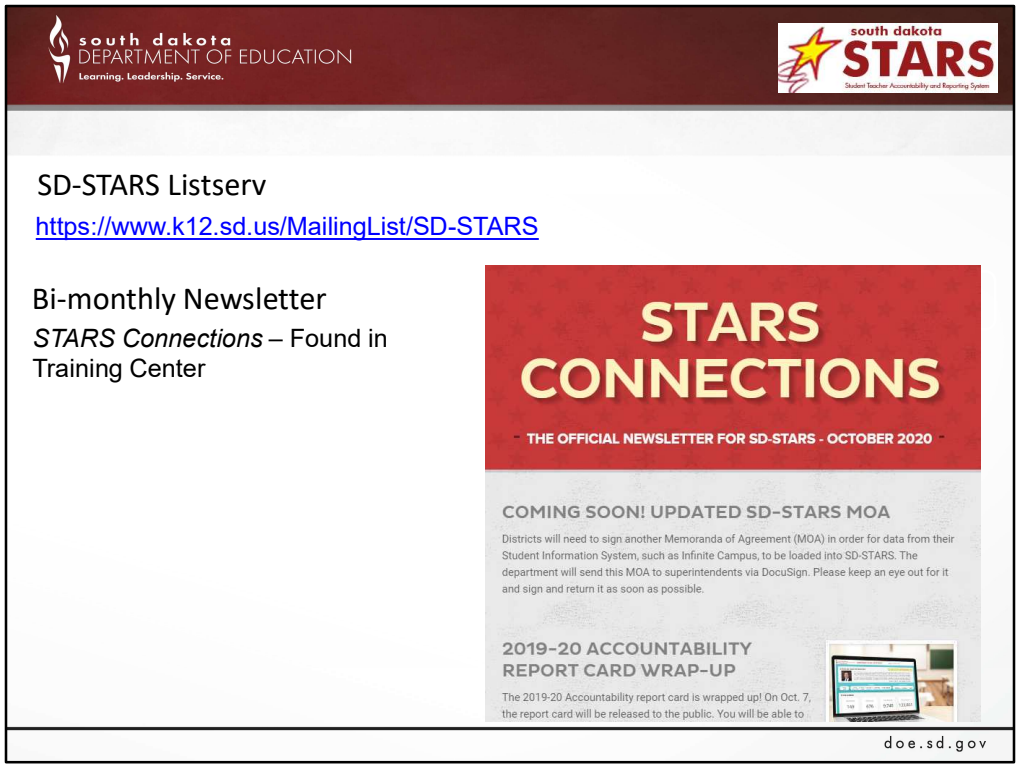
-OR- you may find the PDF in these locations:

Google Folder
https://drive.google.com/drive/folders/1wxUFgt7VQm-vVA4Otj9fqHWFhm2WDLDU?usp=sharing

U.S. Department of Ed. URL: https://files.eric.ed.gov/fulltext/ED544201.pdf

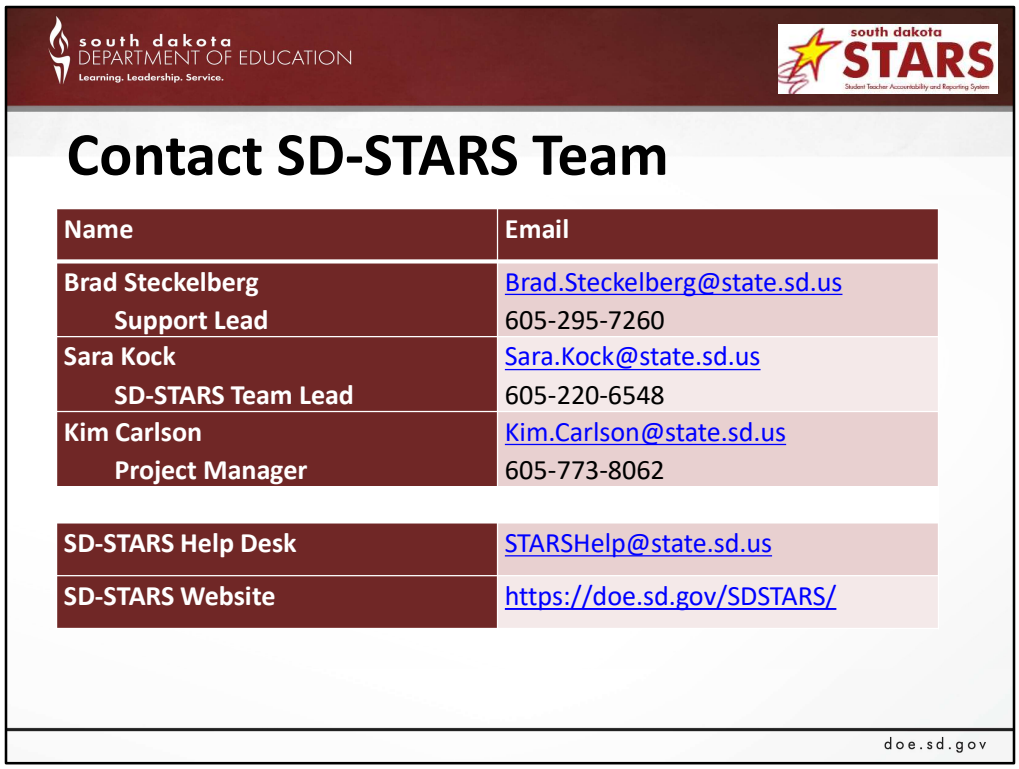


The SD-STARS team is providing online training opportunities this year, both for STARS Account Managers (SAMs) and for district or school users of SD-STARS. To register for any of our webinars, visit https://southdakota.gosignmeup.com/ and search for “STARS.”

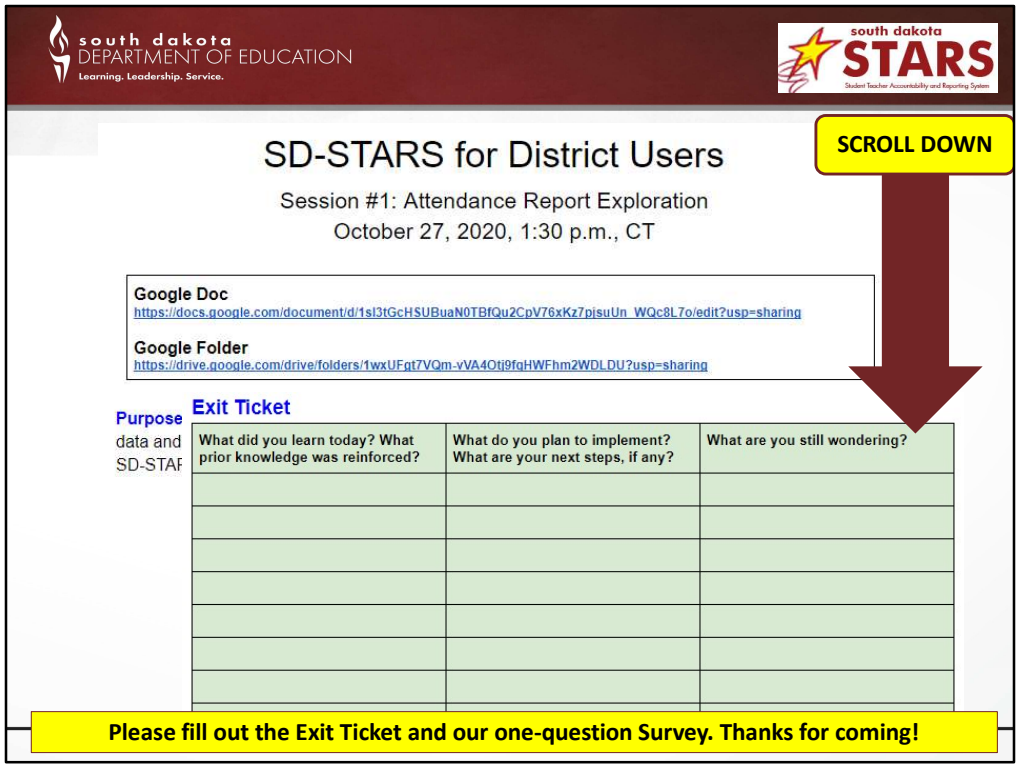


The SD-STARS team provides several ways to stay in contact and to learn about the program through the year. There is a listserv and periodic newsletters that are produced by SD-STARS Team. You can find them online or, if you are a part of our listserv, you will get it in your email.

These trainers are located throughout the state, ready and willing to answer your questions. They are available to conduct SD-STARS trainings for your school or district to help educators make the most out of SD-STARS. Trainers have been trained by SDDOE staff on the SD-STARS system and are kept up-to-date on system developments and new reports. Districts can contact the trainer directly to request training at the district's cost.



Thank you for attending today's webinar!



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